

# Busy Bees Day Nursery at Bristol, Emmerson Green

St. Lukes Close, Emmons Green, Bristol, Avon, BS16 7AL

<b>Inspection date</b>	22/04/2013
Previous inspection date	16/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and making good progress in their development as staff work well together to create a warm learning environment.
- Good use is made of adult initiated and spontaneous play to provide exciting and interesting experiences to support children in their development.
- Staff have established supportive and friendly relationships with parents, particularly to support children's emotional well-being, ensure they settle well and their needs are well met.
- The leadership shown by the manager is inspirational, with a strong drive to improve outcomes for all children.

### It is not yet outstanding because

- Children are sometimes not fully included in all activities as a lack of certain resources limit their involvement.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector spoke to the manager and staff and took account of the views of a parent spoken to on the day.
- The inspector observed children's activities and completed tracking of individual children across the nursery.
- The inspector completed a joint observation with the manager.
- The inspector examined a sample of children's learning profiles and records.

## **Inspector**

Barbara Walters

## Full Report

### Information about the setting

Busy Bees Day Nursery at Emersons Green, Bristol opened in April 2000. It is one of a chain of nurseries owned by a private national company. It operates from a purpose built, two-storey nursery in Emersons Green to the east of Bristol City Centre. The nursery is divided into three separate rooms used by the different age groups of children, each room has a number of areas and separate bathroom facilities. There is a lift between the ground and first floors to allow easy access. The provision opens five days a week all year round apart from bank holidays. Opening times are from 7am to 6.30pm. The setting is registered on the Early Years Register. There are currently 156 children on roll. The nursery is in receipt of funding for free early education for two-, three- and four-year-olds. The nursery provides for children who learn English as an additional language and those with special educational needs and/or disabilities. The setting employs 29 staff. The manager and another member of staff hold a level 4 qualification in childcare and management. Of the remaining staff 1 holds an EYP Status, 13 hold a level 3 early years qualification and three staff hold a level 2 qualification. Staff are supported by an administrator, a cook and a kitchen assistant.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- provide additional resources to make sure that every child is involved in activities at all times.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff have high expectations of themselves and the children. Staff provide imaginative experiences for the children of all ages to support them in making good progress in their learning. Staff complete detailed assessments for all children to monitor their progress. These are monitored by senior management to ensure staff have a good knowledge of the individual child and identify any learning issues quickly. An effective key person system supports individual children's learning well. Children enjoy playing freely in a stimulating and well resourced environment, which supports children across all areas of learning. This means children are well prepared for the next stage in their learning, and eventual move to school.

Staff involve children in decision-making, allowing them to freely choose easily accessible resources and when to play outdoors. This means that children feel valued and have a

strong sense of belonging. They can also make independent choices about where they play and what they wish to play with. Staff have a good understanding of when to join in children's play and extend activities. For example, children take part in imaginative role-play and have a pretend birthday party. Staff respond to their ideas and extend their learning by helping the children to introduce a story line into their play. They create props to aid children extend their game and children make party bags and hats to wear. Children begin to explore weight and measure and enjoy making party cakes, stirring the ingredients together and observing how the mixture turns into cake. They practise writing their name on the bags to take their cakes home. Staff encourage children's communication and language skills well. They skilfully question the children and ask 'silly questions' to develop children's thinking and encourage them to share their experiences. This provides a good opportunity for children to talk with other children about what they think and feel. Younger children and babies enjoy exploring props to encourage listening when staff sing familiar songs or read from a book. For example, babies are engaged in taking the toys in and out of the sack. They pay close attention to staff who playfully describe what they are doing to encourage children's understanding and language development.

Children are motivated and eager to join in activities. They express themselves in a number of ways, including through messy play. They use their senses to explore with colours and make marks with brushes and hand prints. Children are curious when they experiment with gloop. Staff provide two trays so that all children can take part. Staff skilfully question the children on the texture and demonstrate how to make patterns. Children are delighted as the patterns they make slowly disappear and they confidently describe what is happening. However, at times when staff introduce adult-led activities to the children, there are not always enough resources for all children to take part. For example, when introducing a pre-writing activity on a small white board, many children wanted to have a turn, but as there was only one white board available they watched and were unable to take part in the activity.

### **The contribution of the early years provision to the well-being of children**

Children are settled in the nursery, and are well supported by the calm and consistent interaction from staff. Staff are sensitive and help children to form secure emotional attachments. Staff work well with parents to ensure the children settle well when they first attend. Staff in the baby room provide a strong base for the babies helping them develop independence and exploration. Babies confidently make their needs known, secure that the staff will respond. For example, they sleep according to their routines at home and staff respect their little personalities and offer warm cuddles if they become upset.

Children are developing effective skills to maintain a healthy lifestyle. Children recognise when they need a drink, helping themselves to their water bottles when they are thirsty. The nursery prepares and cooks a range of healthy meals and snacks that take into account children's dietary needs and preferences. Young children discuss the foods which are good for them when eating their meal. This supports their understanding well of making healthy choices in the foods they eat. Children draw pictures of their

understanding of what germs look like, and staff display them in the toilet area to remind children to wash their hands effectively.

Children spend time outdoors on a daily basis. They enjoy a wide range of play equipment such as wheeled bicycles to help build muscle strength. The outdoor area is designed so that children can confidently undertake energetic exercise and develop their coordination skills safely. Staff support children's understanding of keeping safe. For example, by reminding them to sit on the chairs properly. Staff make ongoing risk assessments and checks in order to create and maintain a safe and secure environment for the children.

### **The effectiveness of the leadership and management of the early years provision**

Staff work closely as a team and children benefit from experienced and skilled staff. The manager completes effective appraisal and supervision meetings with staff members. This ensures that the nursery's comprehensive policies and procedures are consistently applied. The manager encourages staff in their personal development. They regularly attend training, and share areas in which they can make improvements at staff meetings.

A robust induction for new staff members ensures they have a secure knowledge of safeguarding children. For example, staff will phone parents following any minor accidents to keep them well informed. All staff have completed on-line child protection training. The manager ensures that child protection always remains a high priority through continuous discussion during staff meetings. She has recently attended an advanced safeguarding course, and fed back the knowledge gained to all staff. This ensures they have a full and confident knowledge of their role in the event of any safeguarding concerns.

The manager and staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage framework. All staff demonstrate a high commitment to the continuous development of the nursery to improve outcomes for children. The manager and senior staff complete regular observations to improve the quality of staff practice. The manager is inspirational in her commitment to maintain continuous improvements. She has recently introduced a monitoring system to each base room. Staff identify an area of improvement in the planning and delivery of the educational programmes. This includes the date of completion and the impact on the children. This is still in the early stages and although staff intend to review the actions, this is yet to be implemented. This means the nursery effectively meet the needs of the range of children who attend.

Parents are encouraged to take an active part in their children's learning. Staff provide an activity to do at home sheet, with suggestions on how to complete it. For example, writing letters and making marks in flour. Staff invite parents to comment on the care and education their child receives, which is effectively used to inform staff's action plan. Parents report that children enjoy attending the nursery and staff provide a good range of experiences to stimulate children. The nursery has built good relationships with the local schools to support children well in their move to school. Staff are pro active in working

with other settings that the children attend and have developed efficient systems to support children's continuity of care and learning.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	136018
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	910156
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	105
<b>Number of children on roll</b>	156
<b>Name of provider</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Date of previous inspection</b>	16/02/2011
<b>Telephone number</b>	01179 568222

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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